APPL8220

Practicum in TESOL

Session 2, Weekday attendance, On location at placement 2020

Department of Linguistics

Contents

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Notice

As part of Phase 3 of our return to campus plan, most units will now run tutorials, seminars and other small group learning activities on campus for the second half-year, while keeping an online version available for those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face and online activities for your unit, please go to timetable viewer. To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff
Agnes Bodis
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Credit points
10

Prerequisites
Admission to GradCertTESOL or MAppLingTESOL or MTransInterMAppLingTESOL

Corequisites
(APPL6000 or APPL600) and (APPL6010 or APPL601) and (APPL8200 or APPL920)

Co-badged status

Unit description
This unit is offered on a pass/fail basis.This unit is centred on TESOL classroom practice. It is a practical application of the content of APPL8200, APPL6000 and APPL6010. It involves learners completing classroom observation tasks, supervised practice teaching, lesson and materials preparation, reflective teaching activities, and preparation of a teaching portfolio. The majority of time is spent on site at a language teaching institution.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

> **ULO1:** Reflect upon observations of language lessons taught by others and identify the main elements that enabled and inhibited successful teaching/learning to be achieved
>
> **ULO2:** Conduct an initial needs assessment and create a learner group profile to facilitate the setting of lesson aims and objectives
>
> **ULO3:** Apply a range of teaching strategies suitable for a particular learner group
>
> **ULO4:** Plan appropriate language learning activities that support lesson aims and objectives

ULO5: Plan effective lessons in which the development of the four macro skills is taught in an integrated way

ULO6: Create motivating and engaging materials to support language learning activities

ULO7: Reflect upon language lessons they have taught and identify the main elements that enabled and inhibited successful teaching/learning to be achieved

Assessment Tasks

Name	Weighting	Hurdle	Due
Preparation Activity	20%	No	End of Week 7
Observation Tasks 1-8	30%	No	End of Week 10
Portfolio	50%	No	Monday Week 14

Preparation Activity

Assessment Type [1]: Non-academic writing
Indicative Time on Task [2]: 10 hours
Due: **End of Week 7**
Weighting: **20%**

These are a series of tasks to be completed on iLearn from Week 1 to Week 7. They require engagement with assigned readings, analysis, evaluation, reflection and personalization of the concepts in focus and application to their own teaching context.

On successful completion you will be able to:

- Reflect upon observations of language lessons taught by others and identify the main elements that enabled and inhibited successful teaching/learning to be achieved
- Conduct an initial needs assessment and create a learner group profile to facilitate the setting of lesson aims and objectives
- Apply a range of teaching strategies suitable for a particular learner group
- Reflect upon language lessons they have taught and identify the main elements that enabled and inhibited successful teaching/learning to be achieved

Observation Tasks 1-8

Assessment Type [1]: Reflective Writing
Indicative Time on Task [2]: 20 hours
Due: **End of Week 10**
Weighting: **30%**

Observation Tasks fully completed with diagrams, notes taken during observations, questions

answered and reflections included.

On successful completion you will be able to:
- Reflect upon observations of language lessons taught by others and identify the main elements that enabled and inhibited successful teaching/learning to be achieved
- Conduct an initial needs assessment and create a learner group profile to facilitate the setting of lesson aims and objectives
- Apply a range of teaching strategies suitable for a particular learner group
- Plan appropriate language learning activities that support lesson aims and objectives
- Plan effective lessons in which the development of the four macro skills is taught in an integrated way
- Create motivating and engaging materials to support language learning activities
- Reflect upon language lessons they have taught and identify the main elements that enabled and inhibited successful teaching/learning to be achieved

Portfolio

Assessment Type [1]: Portfolio
Indicative Time on Task [2]: 25 hours
Due: **Monday Week 14**
Weighting: **50%**

The portfolio is a complete record of the teacher's practicum experiences and includes practicum preparation tasks, fully completed observation tasks, reports on practice teaching sessions, a practice teaching journal, lesson plans and materials, and other artefacts from the practicum.

On successful completion you will be able to:
- Reflect upon observations of language lessons taught by others and identify the main elements that enabled and inhibited successful teaching/learning to be achieved
- Conduct an initial needs assessment and create a learner group profile to facilitate the setting of lesson aims and objectives
- Apply a range of teaching strategies suitable for a particular learner group
- Plan appropriate language learning activities that support lesson aims and objectives
- Plan effective lessons in which the development of the four macro skills is taught in an integrated way
- Create motivating and engaging materials to support language learning activities
- Reflect upon language lessons they have taught and identify the main elements that enabled and inhibited successful teaching/learning to be achieved

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

The initial part of the unit is delivered via iLearn and involves students reading, completing tasks, and completing practicum preparation tasks. These are included in the practicum portfolio and may also be discussed online with other students completing their practicum.

The remainder of the unit is carried out in an approved school or college. Students also work from home to complete their portfolio.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to help you improve your marks and take control of your study.

- Getting help with your assignment
- Workshops
- StudyWise
- Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.